

DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF GEORGIA
SPED 3030 LAB
ASSESSMENT OF EXCEPTIONAL LEARNERS
1 CREDIT HOUR

REQUIRED TEXTBOOK: NONE

SELECTED READINGS: Packet purchased at Bel-Jean Copying Center 164 East Broad Street (Same packet as required for 3030)

COURSE DESCRIPTION:

The lab segment of this course is designed to provide students with school-based experiences relevant to the needs of individuals with mild disabilities. Students will be expected to gather information to construct an academic profile for one special education student using curriculum based assessment. Results of those procedures will be used to identify present level of performance and to formulate appropriate IEP goals and objectives in five academic areas of instruction. Students will also demonstrate the administration and scoring of standardized norm-referenced instruments. This course also provides information that links it to the college of Education's Conceptual Framework. That is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

ACADEMIC HONESTY:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. Please see the following web-site for complete details.

[Http://www.uga.edu/vpaa/polproc/ahpol/main.html](http://www.uga.edu/vpaa/polproc/ahpol/main.html)

DISABILITY ISSUES:

The department of Special Education supports equal access and support for all individuals with disabilities. We also support the policies and procedures of the University of Georgia relating to students who have disabilities. Disability Services, a part of the Office of the Vice President of Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at the University of Georgia. The mission of Disability Services is to create an accessible academic, social, and physical environment for students with disabilities. Any student with a documented disability should contact the instructor at the beginning of the semester, so recommended modifications in the course work can be implemented.

SPECIFIC ACTIVITIES:

- Development of Curriculum Based Assessment Instruments in 5 academic areas.
Students will develop these instruments in the weekly lab setting. They will work to develop CBA instruments in Reading, Math, Phonemic Awareness and an Independent CBA that focuses on money, time, measurement or readiness. The students are provided with specific guidelines for the development of the CBAs, along with lecture during class time that is specific to the academic area being assessed. Upon completion, these instruments will be combined to form a comprehensive instrument to take into the public school special education classroom to be used for the individual assessment of a special education student.
- Administration of student generated curriculum based assessment instrument.
Students will perform curriculum based assessment in a special education setting for a period of six weeks. They will concentrate on one academic area each week to gather data on a particular student. They will work with the same student for the duration. The results will be recorded on a prepared recording form that is specific for the academic skill being assessed. Each recording form will address accuracy recorded as a total, percent or a fraction, and an error analysis as a common element.
- Interpretation of results of curriculum based assessment. Students will compose a present level of performance that will focus on strengths and *weaknesses* (to be called “focus of instruction”) for the particular student. Drawing from that information, he / she will define and compose long term goals and short term objectives that address the needs of the particular students. The short term objectives will be sequential and will quantitatively increase in difficulty. A compilation of this information from all the five academic areas assessed will form the basis for the final project.
- Demonstrate understanding of standardized instruments: Students will participate in a group simulation of the administration of standardized assessment instruments.

DUE DATES FOR ASSIGNMENTS.

September 8th - CBA Reading

September 14th - CBA Math

September 21th - CBA Phonemic Awareness

October 5th - Independent CBA

PROFESSIONAL BEHAVIOR TO BE OBSERVED IN THE SCHOOL SETTING

- Review with your cooperating teacher the Code of Conduct for Special Educators. Sign the form in your packet with your cooperating teacher during your first week and return the form to your university instructor.
- Refrain from expressing judgement or criticism about school personnel, program and practices.
- Observe specified hours of work at school, both for arrival and departure. Sign in and out each day, as required for visitors to the school.

- Notify both the cooperating teacher and the university instructor prior to any absence or tardiness. Absences and tardiness must be made up to the satisfaction of the cooperating teacher and the university instructor. Consequences for excessive absences and tardiness include but are not limited to removal from your placement and receiving an incomplete or unsatisfactory grade.
- **Dress appropriately. Clothes that are tight, revealing, torn or unpressed are not suitable for the public school classroom.**

This schedule is tentative and subject to change.

August 22 - 24	Meet in Curriculum Material Center
August 29-31	Develop Reading CBA
September 7 (the fifth is Labor Day) Monday group meet with Wednesday group.	Develop Math CBA
September 12 - 14	Develop Phonemic Awareness CBA
September 19 - 21	Practice assessment of written expression.
September 26 - 28	Development Independent CBA
October 3-5	Placement in school
October 10-12	Placement in school
October Oct. 17-19	Placement in school
October 24-26	Placement in school
October 31- Nov. 2	Placement in school
November 7 - 9	Placement in school
November 14-16	Meet with individual students to provide assistance with final project.
November 21	Meet with individual students to provide assistance with final project.
November 28-30	Meet with individual students to provide assistance with final project
December 5-7	Lab will not meet

CODE OF CONDUCT FOR SPECIAL EDUCATORS

As special educators, pre-service special educators are expected to maintain a high level of ethical conduct. University students, who are guests within public schools and community programs, are expected to demonstrate professional behavior at all times. The following principles developed in accordance with the **Rules of the Georgia Professional Practices Commission**, are intended to serve as a conduct guide for university students entering into community settings.

1. Hold in confidence personally identifiable information obtained in the course of service.

- Do not disclose confidential information concerning students except to preserve the health, safety, and welfare of the student or others.
- Respect and recognize the confidentiality rights of students and others.
- Conversations regarding the well-being of students should only be held with your supervisor, cooperating teacher, or supervisory personnel.
- Refer to students by initials or pseudonyms only.

2. Maintain the respect and confidence of school personnel, parents, students, and community members.

- Communicate with school personnel, parents, students, and community members in an honest, unbiased manner.
- View diverse opinions as legitimate opportunities for self-reflection.
- Understand that no one is perfect. Mistakes are made by professionals and novices, alike.
- Conversations regarding classroom or school procedures should only be held with your supervisor, cooperating teacher, or supervisory personnel.

3. Demonstrate courteous and professional behavior at all times.

- Model appropriate behavior for students at all times.
- It is your responsibility to meet the requirements of your field placement. Any concerns you have regarding your requirements should be directed to your supervisor.
- You are expected to attend your placement as your schedule dictates. Call your supervisor and cooperating teacher if you will be absent or tardy.

By signing this document, you acknowledge that you have read, understood and agree to abide by this Code of Conduct. If for any reason you violate this Code, you should notify your supervisor immediately. Students acting in violation of this Code are subject to removal from the field experience and further disciplinary action.

Signed: _____

University Supervisor: _____

Cooperating Teacher: _____

Date: _____

